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up an excess of devouring population, which has somehow forced itself upon the world, when there was no possibility that its demands could be supplied. Genuine benevolence would cut off this excrescence, or at least leave it to waste itself away. There are also political consequences, which we have not time to pursue.

To common minds this theory would seem ludicrous enough, were it not supported by grave philosophers, and writers deep in the science of political economy. To confute this doctrine on the fair ground of argument, and to establish the contrary, is the object of Mr Everett's tract; that is, he undertakes to prove, that there is no such tendency in population, as Mr Malthus contends for; that the means of support will always be adequate to the numbers to be supported; that poverty and want depend on other causes than the pressure of population; they depend on local circumstances, on the ability and skill of individuals, fertility of soil, commercial advantages, virtues and vices, political and social institutions. Take these circumstances into consideration and there will be no difficulty in accounting for all the misery in the world; and these would still exist, even supposing population to be checked in any given ratio. Mr Everett's arguments are triumphant, and amount to a complete demonstration. As a specimen of a clear philosophical style, and elegant ratiocination, we know of no treatise on any of the branches of political economy, which can be read with more satisfaction than this. The new preface will furnish a good deal of interesting matter to those who have seen only the first edition.

- 5.—*The Cause of Education in Tennessee; an Address delivered to the Young Gentlemen admitted to the Degree of Bachelor of Arts, in Cumberland College, at the Anniversary Commencement, October 4th 1826.* By PHILIP LINDSLEY, D. D. President of the College. 8vo. pp. 36. Nashville, Tennessee.

WE have before had occasion to examine some of President Lindsley's views of education, and to express our high commendation of them. The same practical good sense and close investigation, the same zeal for improving the systems of teaching, appear in this Address, as in his former publication; and we are glad to observe, that all reasonable success attends his exertions in the present important sphere of his action.

The direct object of the Address, to which our attention is now drawn, was to give suitable counsel to the young gentlemen

of Cumberland College in Nashville, who had just completed their academic course; and the President took this opportunity to make a few remarks generally on the subject of education, and particularly on the means of instruction in Tennessee. His aim is chiefly to suggest the best modes of improvement, both in regard to common schools and higher institutions. In reference to the former of these he uses the following language.

‘How important then to human happiness is it, that the first school—the infant school—the parental school—should be a good one. Here is the great nursery of human weal or woe. Now, I care not whether children ever go to a public school or not, if parents will keep a better school at home, and do their duty to their offspring. I care not whether our youth go to college or not, if parents can and will teach them more effectually by their own firesides. But, unfortunately, the great mass of parents have shown themselves but sorry instructors and faithless guides to those who ought to be dearer to them than their own lives. They are themselves, in general, too ignorant, to say no more, to do much. Hence, in our day, INFANT SCHOOLS have been established in many places, to supply this radical defect. And report speaks well of them wherever they have been tried. How far it may be practicable or beneficial to introduce them into our country, except in large towns or manufactories, I shall not stop to inquire.

‘In order to furnish the community at large with the next best aid to parental instruction, and as a substitute for it, after the first period of infancy, COMMON SCHOOLS prefer the strongest claims to our regard. We hear a great deal, at the present day, about *common schools*; and one would imagine that they had already become the favorites of the people. If so, then the cause of liberty and virtue has gained much in our land, and we need not despair of the republic. Upon this ground we can all meet and harmoniously cooperate. In this grand enterprise, all the advocates of colleges in our country will go hand in hand with the humblest of the people, not merely in declaiming about the necessity and importance of common schools, but in organizing and putting into practical operation the best system that can be devised. I have no fears that any of the alumni of Cumberland College will ever prove recreant or backward in this good work.

‘Common Schools, then, are needed in Tennessee. How shall they be established? Let the people decide. What character and form shall they assume? Let every county be divided into such a number of school districts or departments as will conveniently accommodate all the inhabitants. Erect comfortable and commodious school houses. Attach to each school house a lot of

ten acres of land, for the purpose of healthful exercise, gardening, farming, and the mechanical arts. For the body requires training as well as the mind. Besides, as multitudes must live by manual labor, they ought betimes to acquire habits of industry, economy, temperance, hardihood, muscular strength, skill, and dexterity. Employ teachers qualified to govern and instruct children in the best possible manner. Pay them according to their merit. Pay any sum necessary to command the services of the best and most accomplished teachers. Parsimony in this particular is not only impolitic; it is mean, it is absurd, it is ruinous. Better have no teachers, than to have incompetent, immoral, lazy, passionate, or indiscreet ones; however cheaply they may be procured. Their influence will not be merely negative; it will be positive and most powerful. I have often looked with horror upon the kind of common schools and teachers to which thousands of children, during several of their best years, are cruelly and wantonly subjected in the older States. But it is or was the fashion, in many places, to hire a blockhead or vagabond, because he would teach a child for a dollar and twentyfive cents per quarter! Now, if there be anything on earth for which a parent ought to feel disposed to pay liberally, it is for the faithful instruction of his children. Compared with this, every other interest vanishes like chaff before the wind—it is less than nothing. And yet, unless the world has suddenly grown much wiser, there is no service so grudgingly and pitifully rewarded. The consequence is what might have been expected. Every man of cleverness and ambition will turn his back with scorn upon the country school. He will become a lawyer, a physician, a merchant, a mechanic, a farmer, or a farmer's overseer, in preference. Until school keeping be made an honorable and a lucrative profession, suitable teachers will never be forthcoming in this free country.' pp. 9, 10.

These observations, on the character and qualifications of teachers, have peculiar weight. In nothing are we so deficient in our New England schools, as in good teachers. Nine times out of ten, we venture to say, the cheapest man has the preference. By this most ill judged parsimony the standard of school keeping is kept down; men of talents and high qualifications seek for better employment. Thus the schools fall into the hands of a class of persons, who are more fit to be pupils than teachers. The man, whose recommendation is, that he will teach cheaper than any body else, is the very last man that should be employed. He, who values his own services at little, will do little, and that badly. The effect of this is a thousand times worse in teaching, than in any other employment. A clumsy mechanic may make a

clumsy piece of workmanship, or may spoil it entirely; and there will be the end of it; nobody needs buy or use it. But when the children of a school are subjected to his tutoring, and the mischief he inflicts, from his ignorance and inaptitude, is on the mind, the evil is irreparable. Such workers of ruin should be avoided, and turned over to pursuits in which at least they can do no harm. Legislative aid in favor of education is wanted in nothing so much at present, as in providing some means for creating a better supply of teachers in the common schools.

In speaking of the general advantages of an enlightened education, President Lindsley has the following just remarks on its influence politically considered, and as aiding the cause of freedom and good government.

‘Now there can be no better or stronger evidence in favor of the general beneficial tendency of learning, however obtained, than the fact, that, whenever, in ancient or modern times, endeavors have been made to procure liberty to a people, and wherever it has been acquired, those endeavors were made, and that acquisition secured, by men of superior knowledge. Such is the language of history from Moses to Bolivar. And among the most enlightened philanthropists on the continent of Europe at this moment, the grand cause of their discouragement and despair in regard to liberty, is, that the people are too ignorant to be entrusted with liberty; and hence they feel constrained to remain inactive. They fain would give instruction to the people, in order to prepare and qualify them for free and liberal institutions, would their masters permit them.

‘When our fathers commenced their almost hopeless controversy with the mother country; who were the kindred spirits attracted to our shores and to our aid by the native charms and legitimate claims of liberty? Not the degraded serf or feudal slave—not the illiterate farmer or mechanic—but such men as might have adorned the proudest court in Christendom—men of whom their own country was unworthy—men who understood the full import of the glorious cause to which they were ready to sacrifice titles, and honors, and fortune, and life;—they were Pulaski, Steuben, De Kalb, Kosciusko, La Fayette.

‘And who, allow me to ask my republican auditors, or, if they please, to remind them of what, purchase, they may have forgotten—who were the prompters, the mainsprings, the leaders of our memorable Revolution? The answer to the question is upon every schoolboy’s tongue. He will recount a catalogue of patriots who, for profound knowledge and practical wisdom, were never surpassed in any age or country. Such were the friends of our own liberties, at a time too, when they were not only stigma-

tized as rebels, but were in hourly danger of being hanged as rebels. They were the master spirits who aroused the people to resistance. They were honest men, and they united in promoting the permanent welfare of their country. Happily, the people, having been generally educated at common schools, were sufficiently informed to comprehend their rights, when those rights were ably explained to them, and wise enough to be guided by their superiors in wisdom. But had the intelligent, the learned colonists of those days combined with the English aristocracy in maintaining the ancient government in all its plans of oppression, the people would never have thought of a Revolution. Had they been enlisted on the side of the British ministry, we had this day been the loyal subjects of his majesty, George the Fourth.

pp. 14, 15.

The account of Cumberland College contained in this Address, and of the improvements proposed, exhibits that institution under a very encouraging aspect. The effects of the energy and zeal of the President appear in these, as well as of the liberal and active cooperation of the trustees. The author states, that

‘The trustees of Cumberland College have purchased one hundred and twenty acres of land to meet the various purposes of their contemplated university. It is proposed immediately to commence the erection of a series of buildings for the accommodation of students, instructors, and stewards; consisting of five additional colleges, each sufficiently commodious for a hundred students and three assistant professors or tutors, and of seven houses for as many principal or head professors. We shall then have six colleges, and twentyfive instructors, and accommodations for six hundred pupils. To each college will be attached a refectory or boarding house, with eight or ten acres of land for gardening and exercise. The colleges will be erected at such distances from each other as to prevent the usual evils resulting from the congregation of large numbers of youth at the same place. Professors will occupy houses on the intervening lots; and there will be at least three officers resident within the walls of each college. We shall thus have six distinct and separate families, so far as regards domestic economy, internal police, and social order; while one *Senatus Academicus* will superintend and control the whole.

‘Gardens and mechanics’ shops will be interspersed among the various edifices, in such manner as to be easily accessible to all the youth for improvement and recreation. Whenever the present ground shall be thus occupied, it will be necessary to procure fifty or a hundred acres more, for a model or experimental farm; that

agriculture, the noblest of sciences and the most important of the useful arts, may be thoroughly studied and practised. At a future period, or as soon as the means can be obtained, other suitable edifices, both useful and ornamental, may be erected. The plan admits of indefinite extension ; and in proportion to its enlargement, its advantages will be increased, while the expense of its maintenance will be diminished.

‘ In order to execute our present design, only about \$200,000 will be required.’ pp. 25, 26.

‘ The average number of students in the regular classes of Cumberland College, during the past year has been between seventy and eighty. These classes are so divided and subdivided, for the purpose of study and recitation, that every individual is enabled and constrained to advance according to his actual ability. Such a variety in their studies and pursuits is provided, as to promote cheerful exertion, without distracting or confusing the mind. There are only two vacations in the year—consisting of five and a half weeks each—the one commencing on the first Wednesday in April, and the other on the first Wednesday in October. There are no intermediate holidays ; and no vacation is allowed to the senior class, previously to graduation, as is customary in other colleges. As there are no honors or prizes to animate a few to extraordinary efforts, and to discourage the majority altogether, so the whole are very desirous to avail themselves of every privilege up to the last moment of their collegiate life ; and they find no difficulty in preparing appropriate exercises for the public Commencement.

‘ In the Preparatory Grammar School, attached to the college, there are, at this time, about ninety pupils.’ p. 36.

Let the generous enthusiasm of President Lindsley, on the subject of education, prevail generally in Tennessee, and let the community second his ardent efforts, and the time will soon come, when nothing will be left to desire in the modes and means of teaching in that State.
